Big Question: Did Victoria ever imagine she would be queen at 18?

Year: 5	Term: Spring 1

Introduction to the topic:
During the pre-learning challenge, show the children a painting of Queen Victoria at the end of her reign and ask the children to imagine what she must have been like as a child. Talk to them about the circumstances around her becoming queen. Show them a painting of Queen Victoria just after she had been crowned. Talk about how old she was and compare that with older siblings/cousins etc. Ask the children to discuss what they think she thought about becoming queen.

English	Maths	History
Fairy Tales and Traditional Tales Writing and retelling well-known tales, writing prequels using the texts: Cinderella from The Complete First Addition: The original folk and fairy tales of the Brothers Grimm Cinder, or the Little Glass Slipper from Gender Swapped	Graphs/Decimals/Percentages X axis Y axis Key Title Scale Sector Column Axes Data Correlation Frequency Tally chart Bar graph Pie chart percentage per cent % equivalence decimal hundredth tenth multiply divide tenths hundredths thousandths decimal decimal point	Queen Victoria's reign and the changes that occurred during it (e.g. the introduction of the metropolitan police force, the fire at the Houses of Parliament, which Queen Victoria then had restored during her reign etc.).

Art and Design	Design and Technology	PSHE and Citizenship
PAINTING AND MIXED MEDIA: PREHISTORIC PAINTING **Extending a drawn self-portrait and exploring how a background can change the finished effect.**	Mechanical systems Pop-up book Designing a pop-up book for younger children.	*Jigsaw scheme of work* Dreams and Goals

Science	RE	Computing
Forces - Mechanisms (levers, pulleys and gears)	**Newham Agreed Syllabus 2022** ***How do beliefs influence actions?*** *Investigating the relationship between beliefs and actions.* What inner forces affect how we think and behave?	**NCCE Scheme of Work** Programming A Selection in physical computing

PE	Music	Spanish
Specialist teacher: **Class teacher:**	Mythology (Holst) At The Movies	London: my city Pupils will learn about how to name the main sites in London in Spanish. They will also learn how to describe their favourite place.

Links to the National Curriculum (what must be covered) and assessment descriptors:

English
Word reading
- Apply their growing knowledge of root words, prefixes

- and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet:
- Words with the /iː/ sound spelt ei after c
- Words containing the letter-string ough

Comprehension
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Distinguish between statements of fact and opinion

Writing Transcription
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Writing Composition
- Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by: in narratives, describing settings, characters and
- atmosphere and integrating dialogue to convey character and advance the action
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by: using a wide range of devices to build cohesion within and across paragraphs

Vocab, Grammar, Punctuation
- Devices to build cohesion, including adverbials of time, place and number
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2)

Verb prefixes: e.g. dis-, de-, mis-, over-, re-

| **Maths** |
| See |

| **Geography/History** |

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) □ the changing power of monarchs using case studies such as John, Anne and Victoria □ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century □ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day □ a significant turning point in British history, for example, the first railways or the Battle of Britain

Working towards	**Expected**	**Greater depth**
I can **explain** in basic detail what life was like during the Victorian era and **name** some key events.	I can **examine** and **analyse** artefacts and sources of information and **explain** what they show about life during the Victorian era.	I can **accurately use** historical terms and I can **discuss** historical concepts in greater depth, including talking about the **significance** today of the Victorians..

| **Art and Design** |

| **Make** |

Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.

Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect.

Explore how collage can extend original ideas. Combine digital effects with other media.

Knowledge of artists

Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Evaluate

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Design and Technology

Design

- Designing a pop-up book which uses a mixture of structures and mechanisms.
- Naming each mechanism, input and output accurately.
- Storyboarding ideas for a book.

Make

- Following a design brief to make a pop-up book, neatly and with focus on accuracy.
- Making mechanisms and/or structures using sliders, pivots and folds to produce movement.
- Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.

Evaluate

- Evaluating the work of others and receiving feedback on their own work.
- How can they improve their product?

PSHE and Citizenship and Emotional Literacy/Social Skills

I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up.

I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I appreciate the contributions made by people in different jobs.

I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.

I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.

I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each Other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture.

I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.

Working Towards	Working At	Working Beyond
I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own.	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.	I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals. I can evaluate the ways in which our opportunities and life chances are different.

Science –

- I have grouped and classified different types of forces based on careful observations of different situations.

- I have planned different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- I have recorded findings using labelled diagrams, a key, tables and bar charts.

Resources list: strings, wheels, triangular wood frames, different weights

Working towards	Expected	Greater depth
I can **explore** different types of machines and **explain** that machines use mechanisms that can change one force or motion into another.	I **recognise** that machines use mechanisms, including levers, pulleys and gears, which allow a smaller force to have a greater effect.	I **recognise** that machines use mechanisms including levers, pulleys and gears, which allow a smaller force to have a greater effect. I can also **explain** how to change a machine to have a different effect.

RE

What impact do beliefs have on actions: What inner forces affect how we think and behave?

Pupils should be taught about stories from a range of religious traditions: the story of Adam and Eve, the story of Jonah, the story of Bilal and the story of Buddha and Kisa Gotami. In each they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences.

Working towards	Expected	Greater depth
I can listen to a religious story and verbally **describe** what I have understood about its message.	I can **explain** the meaning of different religious stories in my own words.	I can **connect** the actions of a person in a story with the faith that they have and describe where I **apply** messages from stories (religious or not) to my own life.

Computing: Video Production

In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.

PE

Spanish

To describe a place orally and in writing**.**

Possible Educational Visits and Visitors

- Kensington Palace

https://www.hrp.org.uk/kensington-palace/schools/plan-a-school-visit/#gs.mngnii

Sequence of Key skills/objectives/context (Key teaching points)

- Put the Victorian period into historical context, including how Queen Victoria became a ruler.
- Use historical sources to find out about the Victorian period.
- To know some important changes and inventions of the Victorian period.
- To identify changes as being social, political, economic or technological.
- To evaluate the relative importance of each improvement/social change.

Key Vocabulary

Lever, pulley, gears, gravity, weight, mass, friction, resistance, buoyancy, streamlined, mechanism

Additional Information

BBC Teach
BBC Class clips
Royal palaces website

Evidence in the books and on display:
History:
- Pictures and photographs of London during the Victorian age and written descriptions about the changes and similarities and differences to now.
- Description of Queen Victoria and examples of primary and secondary sources of information that can be used to demonstrate how we know (including portraits).
- Story/comic strip of who raised Queen Victoria and the evidence of their relationship (includes relationship with her mother and with her governess (Louise Lehzen).
- A description of a day in the life of a young Victoria.
- Photographs and captions from the children's visit to Kensington Palace and a justification of the argument of if this felt like a home or a prison to a young Victoria.
- A timeline of important events, discoveries and inventions from the Victorian period, including the fire at the Houses of Parliament (and how Queen Victoria was instrumental in having it repaired) and the introduction of the Metropolitan Police.

PSHE
- A piece of work on their hopes and dreams.

Science: (taken from knowledge matrices)
Possible evidence
- Can explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the water or air or across the surface the particles in the water, air or on the surface slow it down – experiments/ recording investigations.
- Can demonstrate clearly the effects of using levers, pulleys and gears- labelled diagrams.

Outcomes:
History
- The children will understand how the monarchy works and what succession is.
- They will be able to describe Victoria's life from a young girl to an experienced queen and talk about the successes of her reign.
- The children will have gained knowledge of what London was like in the Victorian times and also of significant sites in London such as Kensington Palace and the Houses of Parliament.
- To be able to name and discuss changes during the Victorian age as being social, political, economic or technological.

PSHE
- The children will be able to clearly articulate their hopes and dreams for the coming year.

Science:
Key learning
- A mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.

RE:
Key Learning
- ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions;
- explain the impact of an inspirational person's life on other people and connect a person's actions to their faith.

Helpful Websites
https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd
https://www.bbc.co.uk/teach/school-radio/history-victorians-inventions/zbq78xs

https://www.bbc.co.uk/teach/class-clips-video/history-ks2-dodgers-guide-to-key-inventions/z9r6trd
https://www.bbc.co.uk/bitesize/clips/z64ncdm
https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk
https://www.bbc.co.uk/teach/class-clips-video/history-ks2-dodgers-guide-to-victorian-london/z469kty
https://www.bbc.co.uk/teach/class-clips-video/history-ks2-dodgers-guide-to-being-a-victorian-kid/ztb2m39
https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h

SMSC

Spiritual	Moral	Social	Cultural
-Can you imagine how someone living in the Victorian times felt?	-How do the morals of the Victorians impact on our lives today?	-What are the differences the between Victorian society compared to now?	-Gaining cultural capital about the history of Britain. -How did the culture of the Victorians impact on people's lives?

BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-Considering power and rule in history. -How did democracy develop in the Victorian times?	-Did the Victorians have more or less liberty than people living today?	-Did the expectations around manners and etiquette during the Victorian times help to promote tolerance and respect?	-Considering power and rule in history. -Why were the Metropolitan police established?

Links to Rights Respecting Schools

- Article 13 –Sharing thoughts freely.
- Article 28 – Right to an education.

Links to Safeguarding

- Ensuring that artefacts are handled with care.

Celebrating Heritage

- Understanding the history of Britain through the idea of power and rule.